

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher discussed the research design, population and sample, data collection, technique and instruments, procedure, and data analysis.

#### **1.1 Research Design**

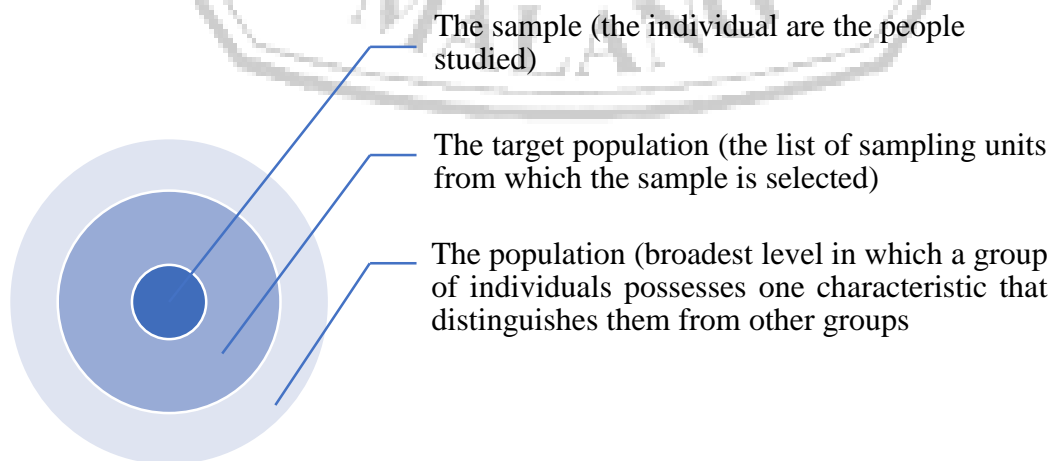
The research design refers to the strategy for gaining an understanding of a particular group or phenomenon in a research study. Creswell (2012) states that there are eight different research designs. The first is a quantitative research approach, it includes an experimental, correlational, survey research design. The second is qualitative research, it includes grounded theory, ethnographic, narrative research design. Furthermore, there is mixed-method research design that mixing quantitative and qualitative methods. The researchers use the appropriate research design to get answers to research questions and prepare their studies for success.

Paltridge & Phakiti (2015) also provide an excellent discussion of research methods in applied linguistics. There are three main approaches to methodology: a quantitative, a qualitative, and mixed methods approach. A quantitative approach seeks to be objective by controlling variables and sampling. Meanwhile, a qualitative approach investigates the ‘why’ of a problem and seeks to be subjective in the research. A mixed-method approach is the combination of both approaches which accepts objectivity and subjectivity depending on the problem (Woodrow, 2019).

In this study, the researcher decided to apply survey research design. This survey designs can be used by the researcher in obtaining answers to research questions that are more practical and more precise in describing trends in a population study (Inayati, 2016). The other purpose was to find out the information on language learning strategies used in speaking skills that were not available from the performance or observational data. In the quantitative analysis, there are two types of statistical analysis such as descriptive and inferential. The researcher chose to apply descriptive statistics in order to count responses to factual questions. The results were analyzed by using percentages, frequencies, and mean scores (Woodrow, 2019).

## 1.2 Population and Sample

In survey research, it needs population and sample. The results of the sample will be generalized to the whole population. Creswell (2012) explained that population is the broadest level in which a group of individuals possesses one characteristic that distinguishes them from other groups. Due to difficulty in identifying the individuals and obtaining lists of names in the questionnaires, the



researchers do not always study a whole population. Specifically, researchers study the target population and choose some individuals called a sample in their study.

In conducting survey research, it is important to select as large a sample as possible so that the sample will exhibit similar characteristics to the target population. This research was conducted at the University of Muhammadiyah Malang. The study population was taken from the third semester students from academic year 2019-2020, who were taking speaking courses, of English Language Education Department (ELED). The number of students enrolled in this department was 128 students. The population has three big classes divided into class A, B and C.

This study focused to find out students' responses about the English learning experience and the strategies they used in the previous two semesters. From their two previous semesters, the researcher believes that the students have improved a lot and have a variety of language learning strategies in developing their speaking skills since moving from high school to college. The researcher used a cluster random sampling technique because all students of the third semester have the same opportunity to be the sample in this study.

The number of the student population at ELED UMM in the third semester amounted to 128 students and the researcher only took 48 sample students as research participants who were considered still actively participating in the activities that were the research targets. The participants were considered capable of representing the number of samples who took the speaking class. Additionally,

they had two classes of speaking material, which is Speaking I and FLSP Speaking recently. Therefore, the third semester students were chosen to be the sample study.

To gather additional important information, the researcher used individual interviews with six students. They were selected from the results of a questionnaire in which each individual had the highest score in one strategy compared to all participants of research subjects. From the variation in the characteristics of the participants, the researchers hope to obtain more accurate information and to achieve the research objectives.

### **1.3 Data Collection**

The data collection of this current research used some techniques and instruments to gather all the information regarding the strategies in learning Speaking used by the students from 3rd semester of English Language Education Department, UMM. The techniques and instruments were written below:

#### **1.3.1 Techniques and Instruments**

There were two techniques to collect the data applied by the researcher in this current study, namely: survey and interview. According to Driscoll (2011), a survey is about asking research participants their opinions, experiences, and behaviors through short questions from a wider selection of people or populations in the hopes of making a general claim. Besides, the interviews are the best means used to learn detailed information from a few specific people. Therefore, this study used two basic instruments: questionnaires and interview guides to collect the data information. Creswell (2012) highlighted the major types of questionnaires and

interviews used in educational survey research. They were Mailed questionnaires, Web-based questionnaires, One-on-one interviews or individual interviews, Focus group interviews, and telephone interviews. The details of the instruments were discussed below:

a. Questionnaires

A questionnaire is the main research instrument to answer the research questions of quantitative primary data (Roopa & Rani, 2012). To assess the learning strategies used by students, the researcher adopted SILL questionnaires or namely Strategy Inventory for Language Learning strategies by Oxford. There were 44 statements divided into 6 parts for each strategy and it translated into Indonesian to help students understand the questions.

Table 3.1 Items of SILL Questionnaire

Strategy	Item Number	Items
Memory (A)	1,2,3,4,5,6	6
Cognitive (B)	7,8,9,10,11,12,13,14,15	9
Compensation (C)	16,17,18,19,20,21,22,23	8
Metacognitive (D)	24,25,26,27,28,29,30,31,32	9
Affective (E)	33,34,35,36,37,38	6
Social (F)	39,40,41,42,43,44	6
Total		44

The response of the statements used a five-point scale to rank from 1 - 5 (never or rarely used, usually not used, sometimes used, usually used, always or

almost always used). In distributing the questionnaire to the learners, the researcher made Web-based questionnaires because it may allow effective due to the current condition. For detailed information on this instrument can be seen in appendix I.

#### b. Interview Guide

A researcher sometimes finds difficulties in achieving the relevant information through questionnaires alone. Interviews and surveys are two possibilities for gathering information about the beliefs or behaviors of individuals. The interviews may provide information that cannot be obtained from the results of questionnaires, or they can be used to verify it. According to Ary et al. (2010), there are three types of interviews namely: unstructured interviews, structured interviews, and semi-structured or partially structured interviews.

##### a) Unstructured interview

The unstructured interview is not planned in advance; the researcher asks questions as the opportunity arises or comes up and then likes to listen closely and takes advantage of the responses of the subjects to decide on the next question.

##### b) Structured interview

The structured interview is planned for the specific purpose of getting certain information from the subjects. The same set of questions is asked to each respondent, but with some variation in the sequence. While the questions are organized, the questions cannot be replied with yes or no answer or limited answer.

c) Semi-structured or partially structured interview

Semi-structured or partially structured interviews are not formulated yet. The interviewer can modify the format or questions during the interview process. The questions are intended to disclose the importance of understanding the phenomenon being researched.

In this study, the researcher used a semi-structured interview. In this type of interview, the interviewer prepared with a set of core questions that could be developed following the interview process. It was applied because the researcher wanted to ask more questions to gather important information through comprehensive discussion rather than used straightforward questions. The interview was conducted via telephone, or telephone interview, with 6 learners with different perceptions of language learning strategies that they used to gain the benefits of each strategy. For detailed information of instrument, interview guide, see appendix II.

### **1.3.2 Procedure**

At this stage, the researcher performed an appropriate procedure to collect information data collected from questionnaire and interviews in this study. The procedures were as follows:

1. Preparing drafts of questionnaire and interview guidelines related to learning strategies used by students.
2. Inviting the participants through the captain of each class to fill out the questionnaires.
3. After analyzing and summarizing the result of the questionnaire, selecting 6 students for the interviews.
4. Conducting the interviews with the students to look for the deficiencies in the results of questionnaires before.
5. Transcribing audio of the interviews.
6. Analyzing the result of questionnaire and the interviews, then reporting it to written form.

### **1.4 Data Analysis**

After going through the previous procedure stage, the researcher analyzed the data information. The data analysis steps were as follows:

1. The researcher examined the results of questionnaires and the interviews whether the data has completed or not and whether it has fulfilled the information needs related to this study.



2. The researcher analyzed data from the results of questionnaire and interviews. Based on the questionnaire forms, the researcher analyzed the learning strategies used by the students and then refined them by analyzing the results of the interviews conducted after analyzing the questionnaire. In order to see the kinds of strategies used by each student in learning English speaking, the results of questionnaire were analyzed by measuring the mean or average score (M) referring to SILL by Oxford (1990).

The formula was:

$$\text{Average score } M = \frac{\text{SUM of scores}}{\text{The total of item (n)}} = \frac{x_1 + x_2 + x_3 + \dots + x_n}{n}$$

Obtaining the average score (M) that was used particularly to know information about the strategy used by the students. The table 3.2 was presented the average score (M) of strategies used by students.

Table 3.2. The Strategies Used by the 3rd Semester Students

Strategy	Students (48)		
	Total Scores	Mean	Percentage

3. The interviews involved 6 students that have different learning strategies applied to seek the benefits of each strategy. In the analysis of interview results, the researcher wanted to reveal the benefits of the strategies they used. The researcher used a table to summarize the meaning of each individual interview. The table consists of six main column. The first

contained 'students initial', the second contained 'strategy', and the third was 'the benefits and the activities'. Below was a sample of a table:

### 3.3. The Benefits of Each Strategy in Learning English Speaking

Student	Strategy	The Benefits and The Activities
(Initial)		<b>The Benefits:</b> -
		<b>The Activities:</b> -

4. Based on the data obtained, the researcher made conclusions.

